



## **Focusing on Contemporary Pedagogical Practices in Change, Sustainability, Inclusiveness and Diversity**

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This is my story.

The story of my struggle, trials, tribulations and triumphs in setting up four schools in two different states of India, starting from scratch and bringing them to a point wherein differences in the social milieu, linguistic, economic and cultural diversity do not matter.

I have always believed that the Principal or the leader is able to create an ambience and establish a structure that evokes the leadership quality of others in the community through pedagogical practices to contribute towards sustaining the shared vision, goal and purpose.

I also believe that the Principal or the leader is the central agent in laying the foundation of a culture and ethos in which learning community might grow and flourish and be considered as the “keeper of the vision” in terms of maintaining the direction of the school towards continual growth, and takes the responsibility of ensuring conditions in which respect and trust have the highest value and teachers are empowered to play an important role and share the leadership.

The leader needs to be farsighted, aware and have absolute readiness to accept, adapt and evolve with the changes. Schools of the future will be technology driven and this shift requires the leader’s readiness with vision, foresightedness and proactive capacity-building for the change.

I believe in creating a work culture where each individual feels valued, appreciated and acknowledged for their efforts; where they are given the freedom to make decisions and take ownership.

“Inclusion does not only mean physical proximity, but each individual intentionally planning for everyone’s success.” I believe that a leader of an inclusive school creates and supports activities for inclusive practices under a few salient arenas.

The envisioned shifting of roles for educators in order to promote greater collaboration between special and mainstream educators includes:

1. Engaging institutional norms and inertia
2. Developing practices as planned organization wide reform
3. Aligning structure with purpose
4. Planning for teacher capacity and professional development
5. Sustaining commitment to risk innovation and learning

India is a country with diverse culture, languages, religion and ethnicity; hence it’s imperative for leaders to respect this diversity and lead by accepting and respecting each one in the institution. Leaders should have complete understanding of this diversity and lead by setting an example to others.